

California Department of Education
Jack O'Connell, State Superintendent of Public Instruction



Elementary Education Newsletter

Greetings from the Superintendent . . .

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This issue of the *Elementary Education Newsletter* addresses topics for the winter months and beyond. The articles focus on the *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve*, the Individuals with Disabilities Education Act, the High Priority Schools Grant Program, tips for getting ready to implement the physical education standards, and other topics.

In November 2005 I released the results of a statewide survey of student physical fitness and kicked off my third annual challenge to encourage good nutrition and physical activity in schools. The FITNESSGRAM® is the physical fitness test that is administered annually to all California public school students in grades five, seven, and nine. The test assesses six major fitness areas, including aerobic capacity (cardiovascular endurance), body composition (percentage of body fat), abdominal strength and endurance, trunk strength and flexibility, upper body strength and endurance, and overall flexibility. The 2005 physical fitness test results are available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/pf>.

A silent epidemic of obesity and poor nutrition is endangering our children's health and their ability to learn. The 2005 physical fitness test scores show some forward movement toward improved fitness, with a 3 to 4 percent increase in overall performance. However, there are still far too many students who fail to reach even the minimal levels of physical fitness.

The State Board of Education adopted physical education content standards in January 2005.

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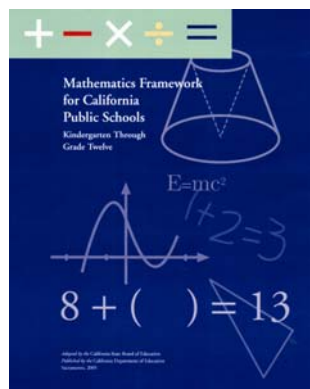
**Greetings from the Superintendent
(Continued)**

The standards outline what students need to know and be able to do in physical education at each grade level. We ask our students to rise to the challenge of higher academic standards in our schools, but it takes a strong mind and a strong body working together to succeed.

I encourage all school districts once again to submit an application for the 2005-06 Superintendents' Challenge. To be eligible to apply for the Superintendents' Challenge, school districts, county offices of education, and direct-funded charter schools are required to pass a districtwide wellness policy by March 17, 2006. Applications considered for the award must include a wellness policy and an implementation plan. Applications are available on the CDE Web site at <http://www.cde.ca.gov> and on the California Task Force on Youth and Workplace Wellness Web site at <http://www.wellnesstaskforce.org>. All applicants are required to return an Intent to Submit form to apply for the 2005-06 Superintendents' Challenge by February 24, 2006. Applications must be submitted by April 7, 2006. Additional information and application guidelines are available at <http://www.cde.ca.gov/eo/in/ch/documents/yr05scappinst.pdf>.

I hope that all school districts, county offices of education, and direct-funded charter schools will join me in making the commitment to implement nutrition and physical activity policies that promote better health outcomes for students in California schools.

JACK O'CONNELL

***Mathematics Framework for California Public Schools,
Kindergarten Through Grade Twelve***

The California Department of Education (CDE) completed the revision of the *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* during fall 2005. The *Mathematics Framework* is based on the mathematics content standards adopted by the State Board of Education (SBE) in 1997. The framework provides directions on how all students can best meet the standards in California public schools. The document outlines the implementation of the standards in the form of guidelines for the design of curricula, instructional materials, instructional practices, assessment, and staff development.

Specifically, the 2005 *Mathematics Framework*:

- Describes guiding principles and key components of an effective mathematics program (Chapter 1)
- Presents the essential skills and knowledge that students are expected to know in mathematics, as described in the *Mathematics Content Standards for California Public Schools* and as illustrated by sample problems (Chapter 2)
- Describes special considerations and emphases for each grade level to ensure student success consistent with the mathematics standards and statewide testing program (Chapter 3)

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***Mathematics Framework for California Public Schools,
Kindergarten Through Grade Twelve
(Continued)***

- Provides guidance, based on current research, regarding instructional strategies and sample lessons that can be effective in ensuring that every child will meet or exceed grade-level standards in mathematics (Chapter 4)
- Guides the development of appropriate assessment methods (Chapter 5)
- Suggests specific strategies to ensure access to appropriately challenging curriculum for special needs students (Chapter 6)
- Describes the responsibilities that all stakeholders must meet for the effective implementation of a rigorous and coherent mathematics curriculum for kindergarten through grade twelve (Chapter 7)
- Suggests guidelines for both pre-service teacher preparation and in-service professional development (Chapter 8)
- Provides guidance on the use of technology in mathematics instruction (Chapter 9)
- Specifies requirements for instructional resources, including print and electronic learning resources (Chapter 10)

The 2005 *Mathematics Framework* also includes updated material in the following chapters and appendices:

Chapter 2 (The California Mathematics Content Standards): Corrected mathematical errors and added new or revised sample problems

Chapter 3 (Grade-Level Considerations): Additional explanation and clarification in some grades

Chapter 5 (Assessment): Updated testing information

Chapter 6 (Universal Access): Additional guidance on 504 accommodation plans and individualized education plans

Chapter 9 (The use of Technology): Updated research references

Chapter 10 (Criteria for Evaluating Mathematics Instructional Materials): Revisions to allow for adoption submission and review of three program types in 2007: basic grade-level (kindergarten through grade eight); intervention materials (grades four through seven); and algebra readiness materials (grade eight and above)

Appendix A (Sample Instructional Profile): Revisions for clarity

NEW - Appendix E (Mathematics Intervention and Algebra Readiness Instructional Materials): Definitions of two types of specialized instructional mathematics materials for students having difficulty achieving at grade level

NEW - Appendix F (Design Principles): Guidelines for publishers to identify strategies to assist teachers to modify instructional materials to use to meet the needs of students with disabilities who cannot use standard materials

One goal of the framework is for all students to study Algebra I by grade eight. Appendix E is new to the framework and supports this goal, providing guidance on the design of two types of specialized instructional mathematics materials for students having difficulty achieving at grade level: (1) mathematics intervention program materials (for students in grades four through seven); and (2) algebra readiness materials (for students in grade eight or higher who are not prepared for Algebra I). These materials may be included on the list of mathematics instructional materials for kindergarten through grade eight adopted by the SBE beginning in

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***Mathematics Framework for California Public Schools,
Kindergarten Through Grade Twelve
(Continued)***

fall of 2007. Although student achievement in mathematics is improving in California, there are still students who are at risk of not mastering the mathematics standards and are struggling to prepare for algebra. As a result of providing districts with additional choices of instructional materials, it is anticipated that the mathematics intervention program and algebra readiness materials will help all students successfully complete Algebra I. The components of an effective mathematics program as defined in this framework will help sustain the upward trend of student achievement in mathematics. The *Mathematics Framework* can be viewed at the CDE Web site at <http://www.cde.ca.gov>. For additional information contact the CDE, Curriculum Frameworks and Instructional Resources Division, at (916) 310-0881.

Preparing for Standards-based Physical Education Instruction

With the newly adopted physical education content standards, physical education has been added to California's standards-based instructional models for elementary schools. The implementation of effective, standards-based physical education instruction is dependent on some important preplanning steps that provide teachers and other staff members with important information that will equip them to deliver standards-based physical education instruction.

The first step is for teachers to become knowledgeable about instructional time for physical education:

- Students in grades one through six should receive a minimum of 200 minutes of physical education instruction every ten school days under the provisions of *California Education Code* Section 51210. (The physical education model content standards were designed specifically for the 200-minute time frame.)
- Instructional time should be free from distractions and interruptions.
- Physical education instructional time must be scheduled throughout the school day to accommodate all students.

The next step is for teachers to explore models for effective instruction, keeping in mind the importance of:

- Examining models for grade-level team teaching
- Respecting teacher/student ratios for instruction that impacts student learning
- Limiting the role of instructional aides to that of assisting the teacher

Another step is for school staff to conduct a needs assessment to obtain the following information:

- Teachers' needs for professional development related to the content reflected in the physical education content standards

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**Preparing for Standards-based
Physical Education Instruction
(Continued)**

- Staff's needs for assistance in finding effective classroom management strategies for teaching motor skills
- How to conduct an effective evaluation of current physical education resources and how to make adjustments according to the findings

These preliminary planning steps can provide the important foundation needed to implement standards-based physical education instruction effectively. In addition, an examination of current practices in physical education instruction will assist schools in developing action plans for implementing a standards-based physical education program.

How Will the Reauthorized IDEA Affect Students and Teachers?

President George W. Bush signed the reauthorized Individuals with Disabilities Education Act (IDEA) into law on December 3, 2004. Reauthorization of this legislation led to more clarity, higher expectations, and a honed message that students with disabilities are, first and foremost, general education children. IDEA focuses on improving educational results and functional outcomes for all children with disabilities. It emphasizes the teaching of reading, mathematics, and science using scientifically researched strategies, the cornerstone of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001. IDEA highlights the responsibilities of general and special educators, focusing on the importance of collaboration. In addition, general education intervention and collaboration are given a new role in the prevention and identification of disabilities.

Emphasis on Access to the General Education Curriculum

IDEA re-emphasizes that a child with a disability has a right to a free appropriate public education, at public expense, that meets the educational standards of the state and that conforms with the child's individualized education program (IEP);. that is, students with disabilities must have access to the core curricula, state-adopted textbooks and materials, uninterrupted instruction, and both general education and special education personnel working together to provide educational opportunity to these students.

Answers to the following questions will guide plans for successful inclusion of students with disabilities in the general education environment:

- Have students with disabilities been provided instruction in reading/language arts and mathematics that provides access to state-adopted textbooks?
- Do teachers use research-based instruction, intervention materials, and teaching strategies?
- Is the program designed to meet the students' needs as determined by assessment results?
- Are students provided with adequate and uninterrupted time on the basis of their individual needs?

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How Will the Reauthorized IDEA Affect Students and Teachers? (Continued)

- Are special education teachers and support staff collaborating with general education classroom teachers to share instructional strategies and materials to assist students with disabilities in making progress in the general education curriculum?
- Do the IEP goals and objectives written to address the students' needs ensure progress toward meeting the standards?
- Are students assessed every six to eight weeks to inform teachers of the students' progress? If so, are strategies changed or employed on the basis of that information?
- Have special education teachers received Assembly Bill 466 training on the instructional materials in use at their school to allow them to understand, adapt, and assist students with disabilities in making progress in the core curriculum?
- Are special education teachers provided sufficient core instructional and intervention materials?

Early Intervening Services

IDEA allows a portion of federal special education funds to support services to help students not yet identified with disabilities, but who require additional academic and behavioral supports to succeed in a general education environment. These early intervening services may include professional development to enable school staff to deliver scientifically based academic instruction and behavioral interventions or provide "educational and behavioral evaluations, services and supports, including scientifically based literacy instruction."

Response to Intervention

The new bill adds language related to determining whether a child has a specific learning disability. It states, "A local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning." IDEA also states, "In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the required evaluation procedures."

An alternative to the traditional approach is **Response to Intervention (RTI)**, an individual, comprehensive, student-centered assessment and intervention approach used to identify and address students' difficulties. RTI calls for students to receive research-based instruction in their general education classroom. To improve student achievement, school personnel collect and analyze progress-monitoring data to determine the effectiveness of interventions and to make any instructional modifications. RTI offers impressive results and helps many students avoid placement in special education. The California Department of Education (CDE) started a six-part satellite series in January focusing on implementation of RTI. For additional information about the satellite series, contact Allan Lloyd-Jones, Special Education Consultant, at (916) 327-3658 or by e-mail at alloyd-jones@cde.ca.gov. A PowerPoint presentation given to the California State Board of Education in July 2005, "Diagnosing the Learning Enabled: Response to Intervention Provisions of IDEA '04," is posted at the CDE Web site at <http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp>.

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How Will the Reauthorized IDEA Affect Students and Teachers? (Continued)

Reauthorization of IDEA directs educators to improve educational results and functional outcomes for students with disabilities. Both general education and special education teachers can make this a reality through collaboration and the effective use of scientifically based research on reading, mathematics, and science interventions. More information can be found in *Response to Intervention: Policy Considerations and Implementation*, published in 2005 from the National Association of State Directors of Special Education (NASDSE). A copy can be downloaded from NASDSE's Web site at <http://www.nasdse.org/publications.cfm>.

School Improvement and the High Priority Schools Grant Program

California has implemented a variety of support programs and activities in an effort to improve student academic performance and to address the range of issues and concerns that schools currently face. The High Priority Schools Grant Program (HPSGP) is one support program that was created to serve a selected group of the state's lowest-performing schools by providing tools and funding to assist with school improvement. The California Department of Education (CDE) anticipates that additional funds will be made available for eligible new schools this year.

Schools invited by the State Superintendent of Public Instruction to participate in the HPSGP must first conduct a substantial self-assessment process to evaluate all major aspects of its instructional program and culture to identify areas in need of improvement. The self-assessment is used to develop a locally designed plan for school improvement. A method for ongoing assessment of the school's instructional practices, ongoing assessment of student performance, and refinement of the school plan is then established. The refinement process produces a cycle of continuous school improvement that enhances each student's opportunity for academic success.

The High Priority Schools model presents options that provide schools opportunities for focus, coherence, and strategic planning as they address:

1. Pupil literacy and achievement
2. Quality of staff
3. Parent involvement
4. Curriculum, instructional materials, and support services

Schools may wish to consider all or some of the following HPSGP components as a means to implement their respective school improvement plans:

1. **Get the big picture.** The CDE recommends use of the nine Essential Program Components (EPCs) as a way to arrange or categorize school components that support student academic achievement. This tool is used to conduct a schoolwide review of existing instructional programs and to identify all available opportunities at the school site. The EPCs are posted on the CDE Web site at <http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp>. The District Assistance Survey posted on the CDE Web site at <http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc>

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School Improvement and the High Priority Schools Grant Program (Continued)

may help in the identification of areas to target for intentional and well-planned district support. Other surveys, including the Least Restrictive Environment School Site and District Level Self Assessment, the Continuous Improvement Activities Tool, and the English Learner Subgroup Self-Assessment, also are available to assess the needs of special education and English learner students.

2. **Develop a vision for the future.** Unity of purpose is a key administrative outcome. The planning and implementation process for the school action plan results in a vision for the future and a means to get there through schoolwide coordination of existing programs.
3. **Create coherence.** Adoption of the High Priority Schools model is an opportunity to achieve consistency of effort and direction aimed at coordinating multiple efforts for improvement, which will lead to high levels of student academic achievement.

All school districts and school sites interested in enhancing their current school improvement activities to improve their instructional program and school culture may benefit from the tools and activities prescribed in the HPSGP even though they may not qualify to receive the funding. The CDE has found that the majority of students receiving HPSGP services achieve greater levels of academic achievement compared to students who are not HPSGP participants. Table 1, below, displays the percentage of schools in Rank 1 (2000 Base Year) that have met their respective growth targets.

Table 1 Percentage of Schools Meeting Growth Targets

	2002	2003	2004	2005
Rank 1 – State Percent Increase	59 Percent	78 Percent	41 Percent	54 Percent
Rank 1 – HPSGP Percent Increase	55 Percent	85 Percent	51 Percent	58 Percent

One HPSGP elementary school, located in Monterey County, that has consistently met its growth targets has implemented several activities and practices to address identified barriers to student success. These activities and practices include:

- Extensive instructional support for classroom teachers
- Use of ongoing assessment data to focus on individualized instruction

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School Improvement and the High Priority Schools Grant Program (Continued)

- Use of literacy coaches
- Full implementation of State Board of Education-adopted textbooks
- Recruitment and retention of fully credentialed teachers
- Strategies to ensure parent involvement and participation in the education of their children

The school's continual growth in student achievement as measured by Academic Performance Index scores indicate that both schoolwide and comparable improvement growth targets have been met during the last several years.

Table 2, below, provides more specific information about the guiding principles of the High Priority Model District/School Site planning and implementation process.

Table 2

Guiding Principles High Priority Model District/School Site Planning and Implementation Process		
Activity	Responsible Group(s)	Information Source(s)
1. Develop a High Priority School Site Committee and assign it responsibility for oversight. The existing school site council may be an appropriate entity for this role.	School Site	California <i>Education Code</i> Section 52012: School site council
2. Complete an Academic Program Survey (APS) to identify and address barriers to improved student academic performance at the school site. Solicit parent input on ways to improve school performance.	School Site	Academic Program Survey (APS) http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
3. Create a District and School Liaison Team to complete the District Assistance Survey and facilitate communication between the school and the district.	School Site and District	District Assistance Survey http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
4. Complete any additional assessments needed to fully evaluate the school's program and culture, paying particular attention to the services provided to subgroups and special populations (e.g., special education students and English learners).	School Site and District	Least Restrictive Environment School Site-and District-Level Self-Assessment and Continuous Improvement Activities Tool http://www.wested.org/cs/we/view/pj/204 English Learner Subgroup Self-Assessment http://www.cde.ca.gov/sp/el/t3/acct.asp

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**School Improvement and the
High Priority Schools Grant Program
(Continued)**

Activity	Responsible Group(s)	Information Source(s)
5. Develop the High Priority School Plan to address barriers to improved student performance on the basis of the results of the school and district assessment processes.	School Site and District	California <i>Education Code</i> Section 52055.625: Essential components in the school action plan for HPSGP participants include pupil literacy and achievement; quality of staff; parent involvement; and curriculum, instructional materials, and support services.
6. Amend school and district budgets to ensure that the resources needed to fully implement the plan are available.	School Site and District	
7. Implement the plan, monitor progress, and modify as needed to improve school performance.	School Site and District	

For additional information about the HPSGP, contact the CDE High Priority Schools Office at (916) 319-3236 or go to the CDE Web site at <http://www.cde.ca.gov/ta/lp/>.

Preschool Makes a Difference

Preschool California, a nonprofit organization funded by the David and Lucile Packard Foundation, released in November 2005 the results of a survey that analyzed the important role of preschool in children's development. The report titled "Praise for Preschool," includes the findings from the poll, surveying 521 public school kindergarten teachers in California. Kindergarten teachers in the state believe that it is important for children to attend a quality preschool program before they enter kindergarten. Ninety-six percent of the kindergarten teachers surveyed stated that it is important for children to go to preschool before kindergarten. The study also states that nine out of ten kindergarten teachers indicated that children who attend preschool are better prepared to:

- Recognize letters of the alphabet, numbers, colors, and shapes.
- Learn to read.
- Count and perform other beginning mathematics skills.
- Share, take turns, and play with other students.
- Follow directions and attend to tasks.

"Praise for Preschool" also includes personal stories from twelve survey participants who share information about how preschool has helped their students and how students who have not experienced preschool are often not as well prepared for a rigorous kindergarten program. The "Praise for Preschool" report is posted on the Preschool California Web site at <http://www.preschoolcalifornia.org/>.

Kindergarten Survey

The implementation of the No Child Left Behind Act of 2001 has led to a national emphasis on standards-based instruction. The implementation of this legislation has resulted in increased rigor in the curriculum at every grade level, beginning with kindergarten. Some public school districts have extended the instructional time in kindergarten, introducing a full-day schedule to meet the challenges posed by the new rigorous curriculum in the primary grades. Several variations of the full-day kindergarten programs are currently in use throughout the United States. The rise in full-day kindergartens from 25 percent in 1979 to 63 percent in 2000 reflects the growing national trend toward full-day kindergarten.¹

The California Department of Education (CDE) has experienced an increase in requests for information about full-day kindergarten programs from members of the Legislature, school district personnel, and the media since the enactment of Assembly Bill 2407 in 2004. California has not collected current data about the number of schools operating full-day or extended-day kindergarten programs in the state or information about the location of these programs. It is important to obtain more information about how schools are currently operating their kindergarten programs as full-day and extended-day kindergarten programs are implemented in school districts throughout the state.

Early this spring the Elementary Education Office at the CDE plans to conduct a survey to obtain information about the length of the kindergarten school day in California public schools. The purpose of the survey is to identify the number, location, and characteristics of extended-day kindergarten programs operating in the state. Data about the different types of kindergarten programs will be collected in an on-line survey to be completed by public school district site administrators.

The survey will collect information about the schools' demographics, funding sources, instructional programs, scheduling configuration, staffing, and primary grades programmatic models and strategies, such as looping and combination classes. The survey will provide comprehensive information about kindergarten programs in California, and the findings will serve as a foundation for policy development, program planning, and research studies of preschool and kindergarten in our state.

California Preschool Instructional Network

The California Preschool Instructional Network (CPIN) was initiated during the 2003-04 school year by the California Department of Education (CDE). The CPIN represents one of many efforts focusing on helping to ensure that all young children in California are ready for success in elementary school and beyond.

The purpose of the statewide CPIN system is to provide technical assistance and high-quality professional development for preschool administrators and teachers. Professional development activities are designed to include:

- Current research, resources, and best practices

¹ Kristie Kauez, *Full-Day Kindergarten: A Study of State Policies in the United States*. Denver: Education Commission of the States, June 2005.

**California Preschool
Instructional Network
(Continued)**

- A focus on the educational component of school readiness for all children ages three to five, including English learners and children with exceptional needs
- A focus on language and literacy for two years, then on numeracy and other content areas

The CPIN is divided into the same 11 regions designated by the California County Superintendents Educational Services Association. Each region has a regional lead, a special education lead, an English learner specialist, and a special education specialist to disseminate information and to provide training as well as resources within their region. The CDE Child Development Division, WestEd, and the CPIN are offering a series of one-day training institutes during the 2005-06 school year that feature researchers presenting information about language and literacy for preschool. To obtain information about the regional leads in your area or about the training sessions visit the CPIN Web site at <http://www.sonoma.edu/cihs/cpin/regional.htm>.

Calendar of Events**February 2006**

February 24–25, 2006

[Southern California Kindergarten Conference, Inc.](#)

SCKC 20th Annual Conference

Hilton Burbank Airport and Convention Center, Burbank, California

Darrin Cowie, sckc@socal.rr.com, (818) 363-0441

February 27–March 1, 2006

[California Charter Schools Association](#)

13th Annual Conference

TBA, Sacramento, California

Caprice Young, caprice@charterassociation.org, (213) 244-1446

March 1–4, 2006

[California Association for Bilingual Education](#)

CABE 2006

San Jose McEnery Convention Center, San Jose, California

Maria S. Quezada, maria@bilingualeducation.org, (626) 814-4441

March 3–5, 2006

[California Council for the Social Studies](#)

CCSS Conference

Town and Country Inn, San Diego, California

Jacqueline Purdy, ccssorg@earthlink.net, (661) 533-2277

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Calendar of Events (Continued)

March 2006

March 9–11, 2006

[Computer Using Educators](#)

CUE Annual Conference

Convention Center, Palm Springs, California

Marisol Valles, mvalles@cue.org, (510) 814-6634

April 2006

April 6–9, 2006

[California Teachers of English to Speakers of Other Languages](#)

CATESOL Statewide Conference

Bill Graham Auditorium, San Francisco, California

Vicki Pabley, vickipabley@yahoo.com

April 17–19, 2006

[California Department of Education](#)

On the Right Track 4 Symposium

Hyatt Regency Santa Clara, Santa Clara, California

Linda Slayton, lslayton@cde.ca.gov, (916) 319-0248

April 20–22, 2006

[California Association for the Education of Young Children](#)

CAEYC Annual Conference

Anaheim Hilton, Anaheim Convention Center, Anaheim, California

Sharon Stone Smith, ssmith@caeys.org, (916) 486-7750

May 2006

May 26, 2006

[California Department of Education](#)

California Distinguished School Awards Ceremony 2006

Disneyland Hotel, Anaheim, California

Mary Gomes, mgomes@cde.ca.gov, (916) 319-0417

Resources

Bridges is a newsletter produced by the California Head Start-State Collaboration Office to promote partnerships between Head Start and the larger child care and development community at the state and local levels. *Bridges* offers the reader articles on a variety of topics of interest to teachers and administrators of early care and education programs. The newsletter can be found on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/cd/re/chssco.asp>.

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**Resources
(Continued)**

Successful Students Through Healthy Food and Fitness Policies is a resource guide published by the California School Boards Association and California Project LEAN. This comprehensive guide provides a step-by-step approach to enhancing the school environment through effective nutrition and physical activity policies and practices. The resource guide is available at <http://www.csba.org/PS/hf.htm>.

Fit, Healthy, and Ready to Learn, a policy guide created by the National Association of State Boards of Education, includes many resources for policy development. The document is available at http://www.nasbe.org/HealthySchools/States/State_Policy.asp.

Information regarding student assessment, can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/documents/notes0404all.pdf>.

Information regarding student testing can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Information regarding the curriculum frameworks, the adoption cycle for instructional materials in kindergarten through grade eight, and the academic content standards can be found on the CDE Web site at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

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